DOCUMENT RESUME

ED 270 019 HE 019 332

TITLE Expanding Educational Equity in California's Schools and Colleges. Recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83. Commission Report 86-4.

INSTITUTION California State Postsecondary Education Commission, Sacramento.

PUB DATE Mar 86

NOTE 38p.; For a supplement to this report, see HE 019 333.

AVAILABLE FROM California Postsecondary Education Commission, Publications Office, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814 (free).

PUB TYPE Legal/Legislative/Regulatory Materials (090) -- Reports - Descriptive (141) -- Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Access to Education; *Affirmative Action; Articulation (Education); Change Strategies; College Preparation; *College School Cooperation; Community Colleges; Educational Change; *Educational Opportunities; Elementary Secondary Education; *Higher Education; Low Income Groups; Minority Groups; Private Colleges; Public Schools; State Colleges; State Legislation; *Statewide Planning

IDENTIFIERS *California

ABSTRACT

The challenge of equal educational opportunity in California and lessons from student affirmative action efforts are considered in a California Postsecondary Education Commission task force report, which also offers recommendations to promote high school and college preparation and educational opportunities for low income and minority students. Nine elements of effective secondary school affirmative action efforts are identified, including tutorial assistance and curriculum evaluation. Effective community college occupational and transfer programs have at least five characteristics in common, including skill assessment and articulation with both high schools and four-year institutions. Effective programs of public and private four-year colleges have eight distinguishing factors, including summer bridge programs and orientation programs. Recommendations are offered that concern: clarifying school and college responsibilities, improving the public schools, increasing higher education's services to the schools and to underrepresented students, improving educational information, involving accreditation, and assessing equity efforts. The implementing agents for the 31 recommendation are identified. Included are responses to the report by six educational officials and the text of California Assembly Concurrent Resolution 83. (SW)

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Expanding Educational Equity in California's Schools and Colleges

Recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83

Published for the Task Force by the California Postsecondary Education Commission

MARCH 1986

The California Postsecondary Education Commission has published this report of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83 as Commission Report 86-4.

The Commission has also published a companion report, *Background on Expanding Educational Equity*, which contains much detailed statistical and policy material on this topic, as Report 86-5.

Copies of both documents may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814; telephone (916) 445-7933.

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Foreword

THIS brief report seeks to convey an important message to Californians:

The future well-being of our State depends on a renewed commitment to educational quality and opportunity for all students -- but especially for low-income and ethnic minority students.

We have written this report in response to Assembly Concurrent Resolution 83, introduced by Assemblyman Peter Chacon of San Diego and adopted by the California Legislature in July 1984. Through that resolution -- reproduced in Appendix A to this report -- the Legislature asked the State's educational institutions to recommend ways to assure that California's low-income and minority students have the same opportunity to graduate from high school, complete community college, and earn bachelor's degrees as other students -- and thus develop the skills needed in an increasingly technological economy.

We respond to this request by identifying in the broadest terms possible the challenge of equal educational opportunity in California, the lessons we have learned from student affirmative action efforts to date, and the changes that are needed to increase educational equity and opportunity for the next generation. We view the educational system in California as a continuum that should involve collaboration and articulation among all segments of the system. Thus we present a plan for an effort ranging from kindergarten through college. A companion document, *Background for Expanding Educational Equity*, contains much of the information about issues, efforts, and proposals that has led to our report.

The Legislature called on us to address the problem of inadequate preparation for high school and college of all low-income and ethnic minority youth. We have sought to do so, but in the following pages we speak most often of the problems of Hispanic and Black youth. We do so because these two groups are particularly underrepresented in advanced education; their numbers are large; and data about their schooling is more accurate than for other minority students. We do not, however, ignore the problems of underprivileged white students or of American Indians, Pacific Islanders, the several Asian groups, and other minorities. Our concern is general, and we believe our proposals will expand the opportunities of all underrepresented students.

In preparing this report, we have been assisted by C. Douglas Barker, special consultant to the California Postsecondary Education Commission and study director and coordinator of our project, and by an able and active group of our colleagues whose names are listed in Appendix B. We are indebted to them for their background report, as we are to the government staff members and educators from all of California's segments of education who counseled us. We submit this report not only to California's Governor and legislators but also to the leaders of these segments -- both board members and school and college officials -- in the hope that all segments will develop their own specific policies for re-

doubling their equal opportunity efforts in response to our proposals and to the goals of Assembly Concurrent Resolution 83.

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The Challenge to California

THE YEAR 2000: A socially divided and economically weak California, or a united and vibrant society and culture?

Educational opportunity will dictate our future. Demographers tell us that shortly after the turn of the century, California will be a state that is composed of a majority of minorities. If present trends continue, these minorities will not be adequately prepared to enter the occupations and professions that are essential to retain California's continued economic and social leadership among the states and foreign countries.

Our increasingly diverse population is rich in talent and ambition, as illustrated by the students described at the bottom of the next several pages. Hundreds of thousands of young Californians, no matter what their background, have the ability and the determination to make a contribution to the State's economy and culture. Yet many of them face social and economic obstacles in doing so. Beyond the help of their parents, many low-income and minority youth need the extra support of educators and State government -- the personal interest and encouragement of teachers, counselors, and professors; the added resources of financial aid, special tutoring, and academic advising.

California has led the nation in the recognition of the special educational

RICHARD LUIS GARCIA is completing his third year at Harvard Medical School, where he is pursuing a joint degree in medicine and public policy. He graduated from high school in East Los Angeles with only a 2.1 grade-point average -- just barely above "C" -- but he says that the supportive environment of students and faculty at the University of California, Santa Cruz, and in particular at Oakes College, allowed him to realize his potential and overcome his academic deficiencies as well as expand his political consciousness. At Santa Cruz, he chaired Chicanos in Health Education, undertook volunteer work in medical clinics, organized conferences to encourage young Hispanic students to pursue higher education, and participated in scientific research. His paper on cellular aging appeared in the scientific journal, *Developmental Biology*. At Harvard, he has chaired the Third World Caucus and been involved in the National Chicano Health Organization. He has continued his research interests at the University of California, San Francisco, where he is studying the effects of estrogen on the liver. "I've gone beyond wanting to be a doctor delivering only medicine," he says. "I'm pursuing the combined program in medicine and public policy because I think physicians need to develop a greater consciousness of the needed redefinition of medicine, just as Oakes College helped me understand the potential of education and in particular a redefinition of pre-medical education."

needs of low-income and minority students. It has always tried to keep college fees low in order to permit their widest possible access to college Over the past two decades it has developed grant and loan programs to enable students with demonstrable financial need to attend college. More recently, it has recognized that low fees and financial aid are not enough to assure college attendance.

Thus more and more teachers are encouraging bright but disadvantaged youth to take the courses required for college admission and learn the facts about college admission and financial aid, and they are working to ensure that their college preparatory courses are in fact fully preparatory. At the same time, many college and university faculty members have been working with school teachers and administrators to make clear their expectations for college- and university-level work: and college and university administrators have sought to make sure that their institutions aid rather than hinder the academic achievement of students new to higher education.

The need for such efforts continues to grow, rather than diminish:

- California's school-age population is becoming minority even faster than the general population -- and will be 48 percent minority by 1990.
- In both urban and rural communities, the number of students with limited English skills and differing language backgrounds is increasing at a rapid rate.
- Most of California's ethnic minorities earn lower wages than white workers who have the same amount of education. Consequently, they are required to make a greater effort to offer their children the same educational and economic benefits as whites.

ZOILA HERNANDEZ graduated from Westminster High School near the top of her class, and with the assistance of the Educational Opportunity Program at California State University, Long Beach, she has now graduated from Long Beach as the outstanding senior in the School of Business Administration. She won last year's Woman of the Year award of the Associated Students; served as president and treasurer of La Raza Student Coalition; participated in the Quantitative Systems Student Association, the Hispanic Students Business Association, the Associated Business Student Organizations Council, and Mortar Board -- the women's scholastic honorary society; and undertook volunteer work as a nurses' aide and in the Long Beach Hispanic voter registration drive. She was hired last summer by Hughes Aircraft to work on computerized personnel systems in their Human Resource Systems division, and eventually she wants to go back to school to get a Master's of Business Administration and possibly a law degree. She completed her bachelor's degree program with the aid of a Cal Grant B award, an EOP grant, and a university grant to cover the mid-year fee increases of 1982-83 and 1983-84. "My parents were unable to finish fifth grade," she says, "and my biggest help in college was the staff of the Educational Opportunity Program. I received all their services -- counseling, tutoring, career planning, and financial aid. They were always there when I needed them."

- More children from California's low-income and minority families drop out of school than do majority youth. For example, about 33 percent of the State's Hispanic and Black teenagers fail to graduate from high school, compared to some 22 percent of white youth.
- Far fewer Hispanic and Black high school graduates are eligible to attend the California State University or the University of California as freshmen, either because of taking the wrong courses, earning low grades, or not taking the required admission tests. In 1983, less than 5 percent of Hispanic graduates and less than 4 percent of Black graduates were eligible for the University of California, compared to 15 percent of white graduates and nearly 27 percent of Asian graduates. At the California State University only 15 and 10 percent were eligible, respectively, compared to 33and 49 percent of white and Asian graduates.
- While Hispanic and Black students are well represented among community college students, fewer than average complete the vocational and transfer programs of these colleges, and they make up only a small fraction of four-year college and university graduates: Blacks, less than 4 percent, and Hispanics, only 6 percent.

Without major improvements in these conditions, California's economy, society, and culture will increasingly suffer. Such improvements must be reflected

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MARK FRENCH of San Francisco first studied college preparatory English and mathematics at the University of California, Berkeley, between eighth and ninth grades as a student in its Partnership Program, and he became interested in engineering through California's MESA program for minority high school youth. Because he and his parents were impressed with the efforts of Balboa High School to improve its program, he transferred there from another San Francisco high school. He edited the *Balboa Buccaneer*, led a funk band at school rallies, and served as vice president of the student body. "The teachers at Balboa seemed far more interested in me than those at my other school," he reports; and thanks to his good grades and scholarship aid, he has returned to the University at Berkeley, where he is majoring in electrical engineering while maintaining his interest and involvement in music.

MARIA ROSA SOLORIO comes from an Anaheim family of eight children. Her father died when she was five, but with aid from the Extended Opportunities Programs and Services (EOPS) of Fullerton College and other sources, she was able to transfer to California State University, Fullerton, where she graduated last June with a major in biology and a minor in chemistry. Accepted by six medical schools, she chose the School of Medicine at the University of California, San Diego, where she is now studying. She plans to specialize in pediatrics and work with children in an underserved low-income community. As the first member of her family to graduate from a university, she advises current EOPS students , "Never give up. Everything is possible as long as you believe it's possible."

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throughout the State's educational system. Inadequate preparation for college during elementary and secondary school leads to high dropout rates during college, just as low rates of high school graduation clearly lead to low rates of college and university attendance. However, more is involved than simply making sure that more low-income and underrepresented minority students graduate from high school. They must sense that higher education is open to them; they must prepare themselves with the right skills and competencies; and they must have adequate academic and support services available to help them reach their educational goals.

These improvements will be impossible without increased cooperation and partnership among elementary and secondary schools, colleges, and universities. A growing recognition by school and higher education faculty members, administrators, and public policy makers of the interdependence of their programs offers hope that significant progress is possible. Our recommendations in the following pages aim to increase this cooperation and assure this progress. We believe that they provide the basis for assuring educational quality and opportunity for all of California's young people and thus helping assure California's economic and social future. The challenge is great, and California's educators and policy makers are ready to meet it.

LINDA BROWN of Los Angeles was having to raise her four children on welfare after her divorce, until she was able to enroll in electronics at Los Angeles Southwest College through its CARE program -- "Cooperative Agencies Resources for Education," -- which helps pay for day care, transportation, and books and supplies of long-term welfare recipients so they can learn job skills. "After my divorce, I realized that my husband had all the education," she comments. "I didn't realize until I was on my own what I didn't have. Through the CARE program, I learned what opportunities are open to me and how to assert myself. The program has counselors. They have tutors. You get involved with people on a one-to-one basis." Following the program, she successfully passed the examination for employment at Los Angeles International Airport. She now supports herself and her family by her job there while continuing her education through evening classes, with the ultimate goal of becoming an air traffic controller. "I love the challenge of being able to do the same thing a man does and hold your own and not having anyone to carry you. It's like each day is exciting, and the kids, when I get home, say, 'Mom, what did you do today? What'd you do?'"

ANTHONY SANCHEZ is in ninth grade at Overfelt High School in San Jose. At Fisher Middle School, he had been getting involved in more and more serious fights, but with the help of his mathematics teacher, Fisher's principal, and county psychologist Jerry Egusa, he has begun to turn his life around. He has brought his math grades up from an "F" to a "B-," and he has decided to become a mathematician. He wants to attend college -- possibly the University of Santa Clara -- and major in mathematics, and he wants to use his education as a way of making life better for his family and himself.

Lessons from Current Projects

OVER the past two decades, California has developed a variety of programs to provide the widest possible educational opportunities for its young people. At the elementary and secondary school levels, among the earliest of these activities were State compensatory education efforts to supplement Title I of the Elementary and Secondary Education Act of 1965, which was designed to provide special education assistance to students of low-income backgrounds. The School Improvement Act of 1977 then set in motion a school-site education planning process that allowed individual schools to focus resources on this issue. More recently, the Hughes-Hart Educational Reform Act of 1983 has funded a wide variety of educational reforms that are providing a strong educational foundation for these more specific efforts.

California's colleges and universities have also been at the forefront of the equal educational opportunity and student affirmative action movement. Among their efforts listed on page 8, they have undertaken a variety to inform junior and senior high school students about college and career requirements and prepare them to meet these requirements. In addition, they have sought to overcome deficiencies in student preparation through a combination of skills training, tutorial, and counseling during college.

Most of the 30 programs listed on page 8 have been designed to assist individual students and a limited number of individual schools or projects. Generally, these small individually based programs have achieved many successes, but they have been limited in scope and orientation. They have served only a fraction of the students who could benefit from them, and they have been "compensatory" or "remedial" in approach -- frequently aimed at rescuing low-income and underrepresented students from academic difficulties, rather than preventing the difficulties from arising.

Individually oriented efforts are important as part of a comprehensive program to assure educational equity, but they cannot be offered on the scale needed to increase access, retention, and graduation of the large numbers of low-income and minority students who must be accommodated in the years ahead. Moreover, they cannot forge all of the institutional connections between elementary, secondary, and higher education needed to achieve equity.

Recently, schools and colleges have been directing more effort to increasing their overall effectiveness and thereby improving the education of all students. Examples of these activities are depicted at the bottom of pages 9 through 12. Public policy lessons can be learned from them, since some of them are increasing students' educational achievement significantly.

Among these programs, one feature stands out: their commitment to high achievement -- an orientation of schools and colleges and every member of their staff, from the custodian to the chief executive officer, toward service in support of student attainment, and a rejection of the view that institutional policies and

California's Major Efforts to Improve Educational Opportunities

Efforts Designed to Aid Individual Students	Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	*Summer Bridge*	Freshman Year	Sophomore Year	Junior Year	Senior Year	Graduate School
California Student Opportunity and Access Program								X	X	X	X	X	X						
MESA (Mathematics, Engineering, Science Achievement)								X	X	X	X	X	X						
Futures: Making High School Count									X										
Early Outreach, University of California									X	X	X	X	X						
Talent Search										X	X	X	X						
Upward Bound										X	X	X	X						
University and College Opportunity Program										X	X	X	X						
Academic Enrichment Program, University of California, Berkeley, Davis, Irvine, and Santa Barbara											X	X	X						
Immediate Outreach, University of California												X							
Extended Opportunity Programs and Services, California Community Colleges												X	X						
Minority Engineering Program												X	X						
Educational Opportunity Program, University of California and The California State University												X	X						
Special Services for Disadvantaged Students													X						
Bilateral transfer assistance programs between community colleges and university campuses													X						
Core Student Affirmative Action Program, The California State University											X	X	X						
Professional Development Program, University of California											X	X	X						
Academic Support Services, University of California													X						
Efforts Designed to Improve Institutional Effectiveness																			
Senate Bill 813 financial support to schools								X	X	X	X	X	X						
San Diego Unified School District								X	X	X	X	X	X						
Bret Harte Preparatory Intermediate School									X	X	X								
Indicators of School Performance										X	X	X	X						
ACCESS/Cooperative College Preparatory Program										X	X	X	X						
Model Curriculum Standards										X	X	X	X						
California Academic Partnership Program										X	X	X	X						
College Core Curriculum, Phineas Banning High School										X	X	X							
Balboa High School										X	X	X	X						
Western Association of Schools and Colleges/State Department of Education pilot project of joint high school accreditation and State review										X	X	X	X						
Project ACCESS, Los Angeles Community College District															X	X	X	X	
Oakes College, University of California, Santa Cruz															X	X	X	X	

practices exist to separate the less able from the able by placing hurdles in the path of learning so that only the most determined succeed.

The staff of these successful programs have high expectations for everyone. They expect excellence from all rather than the achievement of minimum standards. However, rather than demanding great achievement and leaving the means of this attainment entirely up to the students, they become partners with their students -- and act as guides and coaches -- in encouraging attainment. And they develop institutional connections between school and college staff to assure the continuity of this encouragement from school through higher education.

Without this overall institutional orientation of encouragement combined with high expectations, student specific programs will not have wide impact. In higher education, for example, if the admissions staff is preoccupied and impersonal, the financial aids office unresponsive or intimidating, campus guides uninterested and inhospitable, academic advisors bored and bureaucratic, and faculty uninvolved with undergraduates, even the best tutorial and self-help service faces virtually insurmountable obstacles.

Beyond this general characteristic of successful programs at all levels of the educational system, several specific features seem particularly important at different levels:

• **Senate Bill 813** of 1983 (the Hughes-Hart Educational Reform Act) has made $800 million available to California's public school districts for curricular or instructional changes, new instructional materials, increased academic and career counseling of students, and incentives to encourage districts to lengthen the school day, to attract and retain new teachers, and to retrain current teachers. A 1985 study by PACE (Policy Analysis for California Education) indicates an increase in academic course offerings in representative high schools -- an apparent response to the reform act.

• **The San Diego Unified School District** in 1980 established a goal of having at least half of its minority students score at or above national norms on the California Test of Basic Skills in reading, mathematics, and languages. Through a focus on curriculum change and increased teaching effectiveness, well over half of the students in San Diego's minority-isolated schools from grades one through nine now score above the national average in mathematics; grades one through eight meet this goal in reading; and grades one through four and grade seven meet it in language.

• **Bret Harte Preparatory Intermediate School** in the Watts area of Los Angeles brings together teachers from elementary, junior high, and senior high school to provide a combination of individualized instruction in a nurturing atmosphere for the younger students and a combination of independent learning and large-group instruction for older students. The school assigns its 4,000 students to home rooms whose teachers meet with them at both the beginning and end of the school day as well as teach two of their four basic subjects, with students moving to adjoining classrooms for their other subjects. Between 1981 and 1983, its eighth grade students' scores on the California Test of Basic Skills increased in reading from the 20th to the 32nd percentile and in mathematics from the 29th to the 47th percentile.

Secondary School Programs

In the secondary schools, at least nine specific elements characterize the most effective programs:

1. They have established specific "outcome" goals related to students' academic performance so they can evaluate and monitor not only students' progress but also the program's success in order to make whatever changes are needed in it.

2. They have reassessed the school curriculum to determine if it develops the competencies that students need to succeed in postsecondary education and in skilled jobs. They realize that these competencies are not merely academic or learning skills but involve students' basic self concept and view of the world.

3. They have established a core curriculum of fundamental subjects with sufficient rigor to prepare all students adequately for university admission or career and vocational goals.

4. They offer tutorial assistance to help students succeed in the college-preparatory program, even though these students may not have been prepared in earlier grades for the rigors of an academic curriculum.

5. They make a continued effort to improve their instruction through inservice training of faculty and staff. One reason is to ensure that their teachers are able to offer the needed academic preparation required by the curriculum, but another is to raise teachers' expectations of students, so that they expect the best from each student and can help raise students' own self-esteem.

• **Indicators of school performance** are a major element in the multi-phase accountability program of the State Department of Education for the State's public high schools. In order to raise standards and expectations for students, teachers, and the schools, as well as to increase the number of students who are academically prepared for college or who qualify for jobs, agreement has been reached on State goals for improvement on selected quality indicators, such as standardized test scores. The Department prepares individual performance reports for each high school and district, indicating how well they are doing on each of these indicators in comparison with statewide progress, and those schools that show the most progress on the indicators will be formally recognized as exhibiting exemplary achievement.

• **The ACCESS/Cooperative College Preparatory Program,** operated by the University of California, Berkeley, and the Oakland School District, seeks to strengthen the District's seventh- through twelfth-grade mathematics, English, and science programs and its capacity to prepare minority students for college. Between 1981 and 1984, the number of students who completed college preparatory mathematics courses increased by 59 percent in the seventh grade, 78 percent in the eighth grade, 114 percent in ninth-grade algebra I, 200 percent in tenth-grade algebra, 247 percent in eleventh-grade advanced algebra II/trigonometry, and 800 percent in twelfth-grade pre-calculus.

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6. They begin postsecondary and career planning in the junior high school years, in order to help students and their parents develop long-range goals regarding education and work and to understand the relation between continued education and skilled careers.

7. They seek out students for intensive counseling and academic advising in order to (1) make higher education a real possibility for them, (2) coordinate each student's educational experiences by proper course planning, (3) identify students who need special academic assistance, and (4) provide aid in submitting college admission and financial aid applications.

8. They involve parents in the program in order to help them understand the operations and expectations of the school and how they can help their own children succeed in school and in later life.

9. Finally, they have established partnerships with local postsecondary institutions to utilize the expertise of their faculty and outreach staff members to help strengthen their programs and help students in the transition from school to college.

Community College Programs

Effective community college occupational and transfer programs have at least five characteristics in common:

1. Their admissions and enrollment process includes skills assessment, educational and career planning, institutional orientation, academic advising, and placement.

• **Model Curriculum Standards** for grades nine through twelve have been adopted by the State Board of Education, as specified by Senate Bill 813, in fields where the bill reinstituted statewide high school graduation requirements -- English, foreign languages, history-social science, mathematics, science, and the visual and performing arts. Rather than viewing these standards as detailed regulations for course content, the Board sees them as "a vision of an outstanding core high school program for all students." Thus each school district remains responsible for developing its own courses and curricula, but under SB 813, each district is to compare its course content and sequence with the standards at least once every three years.

• **The California Academic Partnership Program,** administered by the Office of the Chancellor of the California State University, has funded 20 partnership projects involving schools and colleges, plus three assessment projects, with $2.3 million of State funds. Local partnership projects are designed to improve the academic preparation of large numbers of underrepresented ethnic minority students through a combination of direct and indirect services, such as curriculum and instructional change at the high school level, helping postsecondary faculty work with high school teachers to improve the quality of college-preparatory courses, helping students enhance their ability to benefit from these courses, and sponsoring in-service training to increase the college aspirations of underrepresented students.

2. They have established close relations with their feeder high schools in order to encourage prospective students to complete a college-preparatory curriculum.

3. Their tutorial programs involve faculty members, thereby allowing tutorial assistance to be directly related to the expectations of classroom instructors.

4. They maintain articulation agreements with four-year colleges and universities that provide students with clear information about the transfer requirements of those institutions.

5. Finally, they maintain formal ties with the special programs of four-year institutions that ensure continuing academic and financial support for transfer students who need such assistance.

Senior Colleges and Universities

At least eight elements characterize the most effective programs of public and independent colleges and universities:

1. They have established close working relationships with both junior and senior high schools that (1) ensure the effective dissemination of information about college admissions, (2) support the schools' expectations for academic achievement, and (3) help provide specialized assistance to low-income and minority students.

• **The College Core Curriculum** at Phineas Banning High School in Wilmington seeks to motivate and prepare students who show potential for college but who lack the academic skills necessary for college success. Banning is the fifth largest high school in the Los Angeles Unified School District, enrolling some 3,200 students -- 85 percent of whom are minority. Its College Core Curriculum is essentially a school within a school, based on the University of California's "A-F" admission requirements. Its students are placed in college preparatory classes in their first year of high school, and they receive intensive counseling and parental support to help them succeed, raise their aspirations, improve their self concept, and gain university scholarships as well as freshman admission. Over the past four years, the average number of college preparatory courses completed by students in the curriculum increased from 16.2 to 20.7; SAT scores increased by 43 points; and the number of Banning students entering four-year colleges has risen markedly.

• **Balboa High School in San Francisco,** under the leadership of Principal Shirley Thornton and aided by San Francisco State University faculty, has sought to change the outlook of students, parents, teachers, and staff about their mutual responsibilities and to put into practice the belief that all students can learn, given opportunity and incentive. Ninety-five percent of Balboa's 2,100 students are minority. For those having academic difficulties, it has computerized its basic language and mathematics courses for individual use, and it has started parent groups for each of the major ethnic groups it serves. Within one year, students' scores on the California Assessment Program's twelfth-grade test rose by 14 percentage points in reading and 10 points in mathematics and language; and the number of twelfth-graders planning to attend four-year colleges and universities more than doubled.

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2. They provide assistance to feeder junior and senior high schools in improving their curriculum and instruction.

3. They operate "summer bridge" programs for low-income and underrepresented students between high school graduation and the freshman year, creating a positive atmosphere of transition from home to campus.

4. They offer orientation programs and residential housing to both freshmen and transfer students in order to encourage involvement in campus life.

5. They coordinate academic advising and career planning.

6. Their academic tutoring involves the faculty.

• **The California State Department of Education and the Accrediting Commission for Schools of the Western Association of Schools and Colleges** have begun a pilot project this year with 16 high schools and two junior high schools -- half in northern California and half in southern California -- which combines voluntary high school accreditation by the Association with program review by the Department that is required of all high schools receiving school improvement funds from the State. The project seeks to identify the major strengths and needs of each school in light of the Commission's accrediting criteria, the Department's program review criteria, student outcomes and test results, the Model Curriculum Standards of the State Board of Education, and the "A-F" course requirements of the University of California. The project then provides the schools with assistance from curriculum consultants to plan improvements in areas needing attention. Success of the project to date has led the Accrediting Commission and the Department to plan its expansion to other schools.

• **Project ACCESS** of the Los Angeles Community College District has become a model for student orientation, assessment, counseling, and placement programs in California's Community Colleges since its inauguration in 1982. Through its computerized files, it allows counselors to check up on the progress of any student, in terms of courses taken, requirements completed, and grade-point average achieved; and it permits district officials to report to high schools on the academic attainment of their graduates in the district's nine colleges. The project has also sponsored four intersegmental conferences that have brought together specialists in particular student services, such as financial aid or equal opportunity programs, from the district's colleges and local four-year institutions, in order to coordinate services for transfer students.

• **Oakes College at the University of California, Santa Cruz,** has received national recognition for its academically stimulating and challenging yet supportive environment for all students. Under its founder, J. Herman Blake -- now the president of Tougaloo College in Mississippi -- it operated on the assumption that all students can aid each other's education and that faculty and students can work together as collaborative learners, in contrast to what Blake has called the "deficit model" of education -- the assumption that minority students bring only problems and needs rather than special strengths and contributions to the classroom and campus.

7. They monitor the financial needs of low-income students and specially tailor financial-aid packages for them.

8. Finally, they operate a safety net of academic assistance programs, ranging from peer counseling to direct contact with senior faculty members, to aid students throughout their college career.

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Few programs, of course, exhibit all of these separate characteristics at either the secondary school, community college, or university level, and some succeed in affecting students while emphasizing only a few of them. But overall, the more that programs exhibit these attributes, the greater their impact on student performance and academic success.

The task of developing such programs throughout California's schools and colleges may appear to be overwhelming, given the numbers of students involved and the circumstances in which many low-income and minority students find themselves. Nevertheless, California's leaders are committed to the best schools and colleges possible for all of the State's students, and they now have a firm foundation of policy and experience on which to build in improving the quality of college preparation and achievement among low-income and minority youth.

Recommendations

OUR recommendations to our educational colleagues for expanding educational equity cover seven areas. They are designed to serve as general guidelines for specific segmental and intersegmental actions as well as a statement of priorities for educational policy makers at all levels.

1. Clarifying School and College Responsibilities

Education from kindergarten through postgraduate training in California should be an inextricably linked continuum, but the different responsibilities of the public schools and colleges for educational equity must be recognized:

1.1 The schools, through local school districts, the State Board of Education, and the State Superintendent of Public Instruction, are responsible for educating students to high school graduation, for preparing them for college and university admission, and for the quality and scope of the school curriculum and the proportion and variety of students who complete it.

1.2 In cooperation with the schools, colleges and universities have a responsibility to support public school improvement, engage in efforts to communicate college expectations to students, assist the educational planning and preparation of students who are potentially college bound, and provide pre-service and in-service training to school personnel.

1.3 All colleges and universities are responsible for assuring that their students are competently advised and counseled and provided with the personal, academic, and economic support to enable them to complete their educational objectives. Community colleges are primarily responsible for assuring that their students are encouraged to consider transfer to senior institutions, informed of the necessary steps to do so, and provided with adequate courses for transferring with junior or upper-class status. Senior institutions have the responsibility to work with community colleges in counseling and advising prospective transfer students and in simplifying transfer procedures and requirements.

2. Assuring Improvement in the Public Schools

The proportion of low-income and underrepresented ethnic minority youngsters -- especially Hispanic and Black -- who complete high school prepared for higher education must be increased substantially. The chief executives of all five segments of education in California -- the State Superintendent of Public Instruction for the public schools, the Chancellor of the California Community Colleges, the Chancellor of the California State University, the President of the University of California, and the

President of the Association of Independent California Colleges and Universities -- should see that their segments implement comprehensive activities to address this goal immediately. The State Superintendent of Public Instruction should assume the leadership in this initiative. To this end:

2.1 Elementary school students and their parents should be introduced to college as a realistic option and to the requirements that students must meet during junior and senior high school to be prepared for college. In association with the leaders of California's segments of higher education, the State Superintendent of Pubiic Instruction should assure that a plan is developed by June 30, 1987 to accomplish this objective.

2.2 California's junior high schools or intermediate schools should be the subject of a special review to determine how well they serve students in terms of motivating and preparing them for senior high school- and college-level work. The State Superintendent of Public Instruction and the State Board of Education should initiate this study by June 30, 1987.

2.3 Eighth grade students should receive an assessment of their strengths and weaknesses in basic academic skills that allows them to develop their educational plans through junior and senior high school. In association with the segments of higher education, the State Superintendent of Public Instruction should develop a plan by December 31, 1987, to accomplish this task.

2.4 Counseling, advising, and diagnostic testing during junior and senior high school must be available to help students and their parents understand students' postsecondary education and career options and make educational and career plans. During 1986, the State Board of Education and the State Superintendent of Public Instruction should complete a review of these services, giving special attention to the availability and quality of counseling regarding postsecondary education and career opportunities.

2.5 California's public junior and senior high schools should establish a core curriculum that develops in the vast majority of their students the competencies they need to view college as a viable option and to function adequately as citizens and workers. (Such competencies have been specified in the model curriculum standards recently adopted by the State Board of Education, specified for entering freshmen by the academic senates of the three public segments of higher education, and endorsed by business and industry leaders as essential for successful employment.)

All high schools should be aided to adopt such a core curriculum, but to achieve the greatest momentum toward educational equity, initial efforts must be targeted at California's comprehensive public high schools which are predominantly minority in enrollment -- 245 out of a total of 829, as of 1984. During 1986, the State Superintendent of Public Instruction should encourage school district superintendents in Los Angeles, San Diego, San Francisco, Oakland, Sacramento, Fresno, San Jose, and other areas with such schools to meet with leaders of higher education institutions whose service areas include their districts in order to expand or inaugurate district-institution school improvement partnerships. Overall, these partnerships should serve between 30 and 50 senior high schools and their feeder schools by the 1987-88 school year and at least 50 more in each

succeeding year, until all high schools that enroll predominantly minority and low-income students have been involved.

2.6 All public secondary school students who can benefit should have access to a full range of advanced classes and college-preparatory courses beyond the core curriculum that develop their academic, citizenship, and career skills. By June 30, 1987, the State Board of Education and the State Superintendent of Public Instruction should complete a review of the availability of these courses in all high schools.

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3. Increasing Higher Education's Services to the Schools

To fulfill their responsibilities to the schools, California's colleges and universities must reassess and redirect, where necessary, their existing academic, outreach, staff preparation, and staff development efforts to increase the schools' capacity to prepare low-income and minority students for college. To this end, the leaders of California's four segments of higher education -- the President of the University of California, the Chancellor of the California State University, the Chancellor of the California Community Colleges, and the President of the Association of Independent California Colleges and Universities -- should commit themselves to assure the following activities beginning in 1986:

3.1 The school improvement partnerships proposed above in Recommendation 2.5 should undertake fundamental analyses and change, where necessary, of school curricula, instruction, institutional management, postsecondary outreach services, parent involvement, and student motivation and self-image. Such agencies as the ACCESS/Cooperative College Preparatory Program and the Achievement Council in Oakland can assist higher education and school district officials in developing these partnerships.

3.2 During 1986, each of the segments should reassess its (1) existing outreach programs, (2) financial aid counseling, and (3) academic support services to determine if they serve the goals of educational equity and access both effectively and efficiently. As needed, the segments should help schools provide tutorial and other support services for students who are initially unprepared to succeed in the core curriculum.

3.3 Teacher education programs should emphasize the multi-cultural aspects of today's California school population. This emphasis might be achieved through student-teacher placements in multi-cultural settings, the inclusion of multi-cultural material in teacher education curricula, and dissemination of proven research findings regarding effective teaching and learning for culturally different students.

3.4 Senior colleges and universities should expand their existing efforts to recruit into the teaching profession outstanding low-income and minority undergraduates, since the proportion of minority teachers has been declining while the proportion of minority youth has been increasing.

3.5 Through in-service programs, each segment should help school teachers, counselors, and administrators use available local, State, and national resources to strengthen the curriculum

and improve the school environment.

3.6 Research-oriented institutions should undertake and help the schools apply action research on topics ranging from the learning problems of linguistic minorities to school and district environments that most effectively reward student and teacher effort.

4. Expanding Higher Education's Services to Underrepresented Students

To achieve the goals of Assembly Concurrent Resolution 83 and this report, California's colleges and universities must increase their efforts at improving the retention and graduation rate of low-income and minority students, as well as their access and enrollment, through an institution-wide commitment to educational equity rather than merely through special programs. Beginning in 1986, the California Postsecondary Education Commission should assess the adequacy of these efforts, and the leaders of each segment should make sure that their institutions implement the following strategies:

4.1 Each segment's retention efforts should begin with outreach and admissions office staff, who view potential students as "graduates-to-be" and help students view themselves the same way.

4.2 Each segment should expand or inaugurate summer bridge programs for low-income and minority students to ease their transition from high school to higher education. In addition, each institution should provide wide-ranging orientation programs for all freshmen and transfer students.

4.3 The faculty of each segment should assist in operating tutorial programs for students in need of supplemental instruction.

4.4 When needed and requested, faculty at the University of California and the California State University should assist community college faculty in strengthening transfer courses, and the Academic Senates of the three segments should continue and expand their cooperative activities to this end.

4.5 Each institution should assure that its students -- and particularly its minority and low-income students -- have access to advising that monitors their academic progress, refers them to academic support services as needed, helps them clarify and expand their educational and career goals, and promotes attainment of these goals.

4.6 Community colleges should establish comprehensive articulation agreements, where lacking, with nearby four-year institutions that provide students with clear information about transfer requirements and enable students to meet these requirements efficiently. In addition, their Extended Opportunity Program and Services (EOPS) staff should work with their colleagues in similar programs at four-year institutions to assure continuity of academic and financial aid for EOPS students who transfer to those institutions.

4.7 Each segment should expand its evaluation of special support programs and other campus services on the basis of students' academic performance and educational goal attainment. To this end, they should increase the in-service train-

ing of program directors in effective evaluation strategies.

5. Improving Educational Information

Statistical data about school and college students must be improved for effective institutional and State policy making. With the leadership of the California Postsecondary Education Commission, by June 30, 1987, the segments should develop plans for comprehensive intersegmental data collection on students from kindergarten through postsecondary education in order to determine accurate program completion rates, identify factors that affect these rates, and thereby increase retention and graduation. In addition:

5.1 The State Department of Education, working with local school districts, should refine its comprehensive data system on the characteristics of secondary school students and dropouts, from which the Department can recommend improved retention programs and help supply annual college-preparatory course enrollment data to colleges, universities, and other State agencies.

5.2 As soon as possible, community colleges should begin reporting annually to feeder high schools facts about the first-semester academic performance of their students.

5.3 The University of California and the California State University should continue their current efforts to improve and simplify the information they send to high schools and community colleges about the performance of their former students.

6. Involving Accreditation

The accreditation process should be utilized to meet the objectives of educational equity:

6.1 California's public high schools should include in their self studies for accreditation a review of their existing curriculum and student achievement in light of the competencies expected by the State Board of Education and by the academic senates of the State's three public higher education segments.

6.2 The chief executive officers of the four postsecondary segments should encourage administrators and faculty members to participate in external review teams of the Western Association of Schools and Colleges and to assist schools in addressing deficiencies identified during the accreditation process.

6.3 Both the Community Colleges and Senior Institutions Commissions of the Western Association should include, as part of their accreditation process, increased review of the effectiveness of the community college transfer function and of academic and student support programs in terms of student attainment.

7. Assessing Equity Efforts

Beyond the specific segmental efforts and plans called for above, further assessment and evaluation is imperative:

7.1 In association with all segments of education, by December 31, 1986, the

California Postsecondary Education Commission should review all existing and planned State-funded programs of postsecondary outreach and access to determine how they can best serve the goals of Assembly Concurrent Resolution 83.

7.2 In addition to reassessing their access, outreach, retention, teacher preparation, and staff development programs as called for in the above recommendations, California's segments of higher education should reassess their academic and student support services and their student affirmative action and equal educational opportunity plans and programs in light of the objective of Assembly Concurrent Resolution 83. By June 30, 1987, the segments through their respective leaders should report their revised or new plans to the California Postsecondary Education Commission. The Commission should then comment on these plans to the Governor, Legislature, and the segments as soon as possible thereafter, but no later than by December 31, 1987.

7.3 In 1989, again in 1991, and periodically thereafter as needed, the Commission should report on the progress already made and likely to be made in meeting the goals of this report and of Assembly Concurrent Resolution 83.

Commitment to Equity

TO achieve the goals of Assembly Concurrent Resolution 83 will require the linkages between schools, colleges, and universities illustrated in the table on pages 23-24, which both summarizes our recommendations and indicates who should make sure they are carried out.

The leaders of California education are committed to achieving these goals, as demonstrated by their statements reproduced on the subsequent pages. In this effort, they can redesign some existing programs and redirect some existing funds for them. But substantial new dollar commitments will be needed to finance educational equity and excellence. Private philanthropy can assist in this effort, but the State should back the effort in three ways:

1. The Legislature and Governor should expand general school funding as well as specialized statewide school programs for school improvement, disadvantaged youth, and gifted and talented students, and they should focus these and similar programs toward the priorities of Recommendation 2 above in order to:

- Prepare students from kindergarten through eighth grade so they will be successful in the core secondary school curriculum;
- Provide academic support at all levels from elementary through high school for those students who need additional assistance to develop academic competencies and succeed in college preparatory courses; and
- Coordinate existing supplementary services and initiate new services in partnership with postsecondary institutions that are targeted at low-income and underrepresented minority students.

2. The Legislature and Governor should make available adequate State-funded student grant aid, in conjunction with institutional and federal student financial aid, to assure low-income students appropriate opportunities for access and choice among higher education institutions and reduce the debt burdens they are forced to incur through student loans.

3. Finally, State review and control agencies should recognize that the reorientation of school curricula and the reduction in dropout rates will lead to new fiscal demands that cut across segments and that are not easily accommodated in traditional budget formats. For example, California's colleges and universities must increasingly provide -- and therefore budget for -- benefits to school students and staff. These tasks must be recognized in their budgetary support and procedures.

The cost of educational equity will be high, but it will be less than the cost of inequity. In financial terms alone, not to mention the social and cultural costs of wasted talent and dashed hopes, California cannot afford the alternative of educating too few of its citizens. Increased investment in its young

today will not only fulfill its historic commitment to educational opportunity but help provide it with the human resources to lead the nation economically, socially, and culturally well into the twenty-first century.

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Summary of Recommendations

		Implementing Agent					
		State Superintendent of Public Instruction	President, University of California	Chancellor, The California State University	Chancellor, California Community Colleges	President, California Association of Independent Colleges and Universities	Commissioner of the Western Association of Schools and Colleges	Director, California Postsecondary Education Commission
1.	**Clarifying school and college responsibilities**							
1.1	Clarifying the responsibilities of the schools	x						
1.2	Clarifying college and university responsibilities		x	x	x	x		
1.3	Clarifying college and university counseling, coordination, and cooperation responsibilities		x	x	x	x		
2.	**Assuring improvement in the public schools**	x	x	x	x	x		
2.1	Providing information for elementary school students and their parents	x						
2.2	Reviewing junior high schools	x						
2.3	Assessing eighth-grade students' basic academic skills	x						
2.4	Assuring high school counseling, advising, and diagnostic testing	x						
2.5	Inaugurating school-college partnerships for school improvement	x						
2.6	Assuring a full range of advanced classes in high school	x						
3.	**Increasing higher education's services to the schools**		x	x	x	x		
3.1	Participating in school-college partnerships		x	x	x	x		
3.2	Reassessing outreach and other school services		x	x	x	x		
3.3	Including multi-cultural emphasis in teacher education		x	x		x		
3.4	Recruiting outstanding low-income and minority students into the teaching profession		x	x		x		
3.5	Offering in-service programs for school teachers and administrators		x	x	x	x		
3.6	Undertaking action research on school problems		x	x		x		

Summary of Recommendations (continued)

		Implementing Agent						
		State Superintendent of Public Instruction	President, University of California	Chancellor, The California State University	Chancellor, California Community Colleges	President, California Association of Independent Colleges and Universities	Commissioner of the Western Association of Schools and Colleges	Director, California Postsecondary Education Commission
4.	**Expanding higher education's services to underrepresented students**	x	x	x	x	x		
4.1	Getting outreach and admissions staff to view potential students as potential graduates		x	x	x	x		
4.2	Expanding summer bridge and orientation programs		x	x	x	x		
4.3	Increasing faculty participation in tutorial programs		x	x	x	x		
4.4	Assuring University and State University faculty assistance to community college faculty		x	x				
4.5	Providing adequate academic and career advising		x	x	x	x		
4.6	Assuring community college assistance to potential transfer EOPS students				x			
4.7	Expanding evaluation of special support programs		x	x	x	x		
5.	**Improving educational information**							x
5.1	Refining the Department of Education's data system	x						
5.2	Issuing community college student performance reports				x			
5.3	Improving public university student performance reports		x	x				
6.	**Involving accreditation**							
6.1	Emphasizing student competence in accreditation						x	
6.2	Assuring higher education participation in school visits		x	x	x	x		
6.3	Examining the effectiveness of the transfer function						x	
7.	**Assessing equity efforts**							x
7.1	Reviewing of outreach and access programs by the California Postsecondary Education Commission							x
7.2	Segmental reviewing of academic and student support plans and programs by the segments		x	x	x	x		x
7.3	Periodic reassessing of progress on equity by the California Postsecondary Education Commission							x

Response of Patrick M. Callan

During the 1960s and '70s, Americans set out to improve educational opportunity in the public schools and colleges for those groups that had not traditionally either attended or graduated in large numbers. They paid particular emphasis on higher education, which enrolled only a scattering of students from disadvantaged and racial/ethnic minority backgrounds. Several federal and many state programs sought to inform the educational decisions of these high school students, motivate them to pursue college education, and provide them with support services and financial aid once they arrive on campus.

During the 1980s, Americans and their elected representatives have grown increasingly concerned about an apparent decline in the standards for entry into these institutions and the quality of higher education -- quite apart from the issue of increasing the diversity of the student body. Throughout the nation, the age-old debate has re-emerged about whether higher education can be both equal and excellent.

Surely these are not mutually exclusive tenets, and we can assure access and opportunity for all Californians while challenging students to perform well -- for both their own sake and for improving our society. The work of the Intersegmental Task Force on Assembly Concurrent Resolution 83 is an excellent example of creative efforts to achieve both of these goals.

For this reason, I support the recommendations of this report; I am asking the Commission to endorse them; and I have no doubt that the Commission and its staff will carry out fully and expeditiously those recommendations directed to them.

Patrick M. Callan, *Director*
California Postsecondary
Education Commission

Response of David Pierpont Gardner

The recommendations of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83 are a thoughtful and welcome reaffirmation of our need to work together toward educational equity in California. By emphasizing and clarifying areas that require continued close attention -- school and college interactions, school standards, services to underrepresented students -- the Task Force provides a fresh incentive as well as new ways to meet the commitments we have made to see that those with the desire and the ability to profit from higher education enter the educational mainstream.

In speaking about our proposals to intensify student affirmative action efforts, I informed the University's Board of Regents in January of this year that "As we approach a time when minorities will constitute a majority of California's population, expanding their presence within the University becomes an ever more urgent requirement." I am pleased that we have made progress since 1964, the year we began our first formal program to attract more minority and disadvantaged students to the University. The proportion of minority students on our campuses has grown from 10 percent in 1968 to 29 percent in 1984. If Asian students are not counted, the minority percentage has grown from 4.3 percent to 14 percent. In 1985, four of our campuses had between 45 and 50 percent minority students in their entering classes.

Even as we take encouragement from this progress, however, it is clear that much more needs to be done. Far too many minority students never complete high school. Far too few of those who do graduate qualify for admission to the University. This loss of human potential demands broad and cooperative remedies because no single institution in society, and certainly no single part of our educational system, can do all that needs to be done. In this light I welcome the ACR 83 report and the impetus it gives the schools and higher education to redouble our efforts to advance educational opportunity in California.

David Pierpoint Gardner, *President*
University of California

Response of Bill Honig

I am writing to express my appreciation on behalf of California's students for the efforts of the Intersegmental Policy Task Force convened in response to the provisions of ACR 83.

I was particularly pleased to note that all of the conclusions and recommendations of the report reflect the interdependence of K-12 and higher education. I'm convinced that we are on the right track in California in encouraging colleges, universities, and elementary and secondary schools to work more closely together and would hope that we can concretely reflect the premium we place on this kind of collaboration throughout the system in the future.

I feel, however, that it is important to underscore a fundamental point contained in the report that might be lost to the casual reader -- that quality education, especially for poor and minority students, is built on a solid foundation composed of a rigorous core curriculum and adequate financial support. We have made substantial progress on both these fronts in recent years, but we cannot lapse into thinking that piecemeal solutions will respond to our State's educational needs.

I support the task force's recommendations and will, as the report requests, be in contact with the leaders of the segments of higher education to formulate specific action plans. In addition, I strongly endorse the evaluation of programs called for in the report's assessment section and hope that rigorous standards for effectiveness will be applied.

Bill

Bill Honig
Superintendent of Public Instruction

Response of William J. Moore

Independent colleges and universities are proud to be an integral part of the higher educational opportunities open to Californians. This state is unique because it offers more access and choice to our citizens than any other state. Yet, we recognize that greater efforts must be made to translate these opportunities for postsecondary education into actual enrollments and to increase persistence and success for low-income and minority students. The recommendations in this report will help to achieve these aims.

The sixty independent colleges and universities which comprise the Association of Independent California Colleges and Universities exhibit a wide diversity in size and function, yet they share a common commitment to meet the needs of individual students. Our institutions have also shown a genuine commitment to help needy students meet the costs of their education. For example, independent institutions are now contributing more grant funding to students from private sources than those students receive in state and federal grants combined. Vigorous support for needy students will be required from all sources of financial aid if the worthy goals of ACR 83 are to be realized.

California has a unique record of mutual respect among the segments of higher education. The independent colleges and universities pledge continued cooperation with public institutions in a common endeavor to achieve full participation of all our citizens in the benefits of higher education. In the long run these efforts will pay significant rewards to the state.

Willam J. Moore, *President*
Association of Independent
California Colleges and Universities

Response of W. Ann Reynolds

I am pleased to endorse the concepts, principles, and recommendations reflected in the report, *Expanding Educational Equity in California's Schools and Colleges*, prepared by members of the California Postsecondary Education Commission's Statutory Advisory Committee on behalf of the segments and in response to Assembly Concurrent Resolution 83 authored by Assemblyman Peter Chacon.

The report succinctly presents the very great challenges before us in assuring that educational equity will be a reality, not just a goal for California. Its focus upon the need for institutional and curricular change to improve schooling and assure success for students at all levels is, I believe, the best direction for all segments of education to pursue in the coming years. Indeed, it is the *only* direction possible if we are to meet the needs of hundreds of thousands of young Californians from all ethnic and cultural backgrounds. And these young people will determine California's future economic and cultural destiny.

The document reflects agreements made in respect to program reviews, actions to be taken, and priorities to be followed. They are consistent with steps already being taken within the California State University system. For example, the January 1986 report of the CSU Educational Equity Advisory Council anticipates in a number of ways the directions set forth in the ACR 83 document.

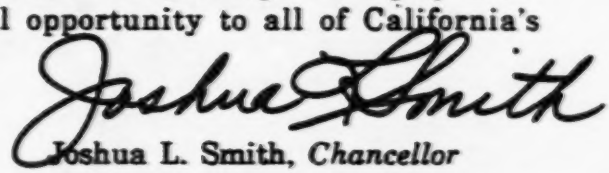
Student affirmative action and educational equity have been the subject of many reports and many recommendations over the past 15 years. ACR 83 and the intersegmentally developed agreements made pursuant to that resolution establish a new course and a renewed resolve. State policy makers should consider *Expanding Educational Equity in California's Schools and Colleges* as the starting point for program directives for the years ahead. Calls for yet other intersegmental plans can but detract from the focus achieved through the ACR 83 planning process. It is now a time for action and program implementation.

W. Ann Reynolds, *Chancellor*
The California State University

Response of Joshua L. Smith

Since the inception of the Master Plan for Higher Education in California, the State of California and its citizens have regarded the community colleges as the primary point of entry for students unable to immediately qualify for other public baccalaureate level institutions. Additionally, many students who were qualified have opted for the convenience and low cost of the community colleges. Over the years the community colleges have performed that dual role well and have become the preferred port of entry for California's minority students. In fact, more than one-third of all students in the community colleges come from underrepresented groups. In recent years these students have not fared as well as they have in the past. Fewer minorities are transferring to four-year institutions, and recently minority enrollments have begun to decline.

It is in recognition of those recent trends and of an anticipated increase of racial and other minorities in the population of California in the twenty-first century that I applaud and endorse the recommendations contained in the report of the Intersegmental Policy Task Force on Assembly Concurrent Resolution 83. I plan to forward these recommendations to the Board of Governors for consideration and to ask for their inclusion into the Basic Agenda process of the Board. Such policy considerations are indication of the central role I feel that community colleges must play in extending educational opportunity to all of California's citizens.



Joshua L. Smith, *Chancellor*
California Community Colleges

Appendix A ACR 83

RESOLUTION CHAPTER 68

Assembly Concurrent Resolution No. 83 -- Relative to postsecondary education.

(Filed with Secretary of State July 6, 1984.)

LEGISLATIVE COUNSEL'S DIGEST

ACR 83, Chacon. Postsecondary education: low-income and underrepresented ethnic minority students.

This measure would request the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, and the Superintendent of Public Instruction to cooperatively adopt a plan and, based on the plan, make recommendations for specific actions that will strengthen the college preparation of low-income and underrepresented ethnic minority students in junior and senior high school so that eligibility for, and enrollment in, postsecondary education institutions will more adequately reflect the number of these students.

This measure would request that this plan be submitted to the Legislature by July 1, 1985, and would request that the plan and its recommendations perform certain functions in furthering the achievement of the goals of this measure, including an annual progress evaluation.

WHEREAS, The Legislature recognizes that the ethnic composition of California society is becoming increasingly heterogeneous; and

WHEREAS, It is the intent of the Legislature that all people, regardless of their previous educational background, should have the opportunity to proceed as far as their abilities allow them to in the completion of high-quality programs at the elementary, secondary, postsecondary, and graduate levels; and

WHEREAS, The Legislature recognizes that unless increased numbers of ethnic minority and low-income people are educated at California colleges and universities to be prepared to fill highly skilled jobs, California will be unable to increase the supply of teachers from underrepresented groups and will have considerable difficulty meeting the challenges of future economic and technological growth; and

WHEREAS, The Legislature recognizes that equal educational opportunities for ethnic minority and low-income people will help enhance the education of all students and prepare them for life in a culturally and linguistically pluralistic society, both at home and abroad; and

WHEREAS, The Legislature recognizes that efforts to expand equal educational opportunities for individuals from underrepresented groups should not lessen the admissions requirements or academic standards at public institutions of higher education; and

WHEREAS, The Legislature recognizes that expanding educational opportunities for all people is a shared responsibility of educational institutions on all

levels, requiring the cooperative efforts of these institutions, as well as comprehensive institutional efforts coordinating all existing school and campus resources; now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, and the State Superintendent of Public Instruction, working through a task force chaired by the Director of the California Postsecondary Education Commission, are hereby requested to cooperatively adopt a plan that will systematically review and assess all existing public and private educational institution programs and on the basis of that assessment make specific recommendations for action that will do the following:

(1) Significantly strengthen the college preparation of low-income and underrepresented ethnic minority students in junior and senior high schools so that, by 1990, the income and ethnic composition of secondary school graduates eligible for admission to public four-year colleges is at least equal to or greater than the income and ethnic composition of secondary school graduates generally.

(2) Sufficiently strengthen and reorganize the necessary academic and support services so that, by 1995, the income and ethnic composition of baccalaureate degree recipients from California colleges and universities is at least equal to the income and ethnic composition of secondary school graduates in 1990; and be it further

Resolved, That this resolution is particularly concerned with individuals from economic, ethnic, or racial backgrounds who have been historically underrepresented in postsecondary education; and be it further

Resolved, That this plan and its recommendations for action do the following:

(1) Emphasize shared responsibility for cooperative, coordinated efforts by the secondary, postsecondary, and graduate institutions.

(2) Identify priorities for action and the institutions responsible, as well as the resources required for implementing these actions.

(3) Involve comprehensive institutional efforts coordinating all existing school and campus resources to meet the educational needs of all students.

(4) Coordinate these strategies with efforts to implement the "Statement on Competencies in English and Mathematics Expected of Entering Freshmen" prepared by the statewide senates of the three postsecondary education segments.

(5) Include a mechanism to evaluate annually progress by each of the segments to the achievement of the goals identified above; and be it further

Resolved, That the Chief Clerk of the Assembly transmit a copy of this resolution to the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, the Association of Independent Colleges and Universities, the State Board of Education, the Superintendent of Public Instruction, and the Director of California Postsecondary Education Commission.

Appendix B Acknowledgements

IN preparing this report, we have benefitted from the work of a group of educators representing California's several segments of education. Members of this group appointed by their respective segments and agencies were:

- Edward Apodaca, Director of Admissions and Outreach Services, Office of the President, University of California;
- Ronald Dyste, Administrator for Specially Funded Programs, Chancellor's Office, California Community Colleges;
- Anthony Garcia, Dean of Admissions, Chapman College, Orange, California;
- Paul B. Gussman, Consultant, Office of Special Projects, California State Department of Education;
- Charles Lindahl, State University Dean for Educational Support Services, Office of the Chancellor, The California State University;
- Alan T. Nishio, Assistant Vice President, Student Services, California State University, Long Beach; and
- Linda Barton White, Postsecondary Education Specialist, California Postsecondary Education Commission.

Other members who were invited to participate included:

- Rodolfo Arevalo, Associate Vice President, Academic Affairs, California State University, Los Angeles;
- Eugene F. Brucker, Special Assistant to the Superintendent, San Diego City Unified School District;
- Joan Coleman, Research and Planning Analyst, Office of the Vice Chancellor, Student Affairs, University of California, Irvine;
- Deborah Daniels, Director, Cal-SOAP, Solano Community College;
- Marlin Foxworth, Associate Superintendent, Oakland Unified School District;
- Yolanda Garza, Director, Educational Opportunity Program, University of California, Santa Barbara;
- Ernest Gregoire, Associate Dean, Mount San Antonio College;
- Thomas L. Lakins, Vice President for Academic Affairs, Los Angeles Trade-Technical College;
- Alicia Mendeke, Supplementary Education, Eastside Union High School District;
- Louis Schell, Director, ACCESS/Cooperative College Preparation Program, Lawrence Hall of Science, University of California, Berkeley; and
- Shirley Thornton, Assistant Superintendent, San Francisco Unified School District.

Working under the direction of C. Douglas Barker, the study director and coordinator of the project, they prepared *Background for Expanding Educational Equity*, which constitutes a valuable supplement to this report and is available from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814, as Report 86-5.